

(September to December, 1930.  
(January to March, 1931, overseas.)

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET.)

#### FORMS IV. & III.

PUPILS' NAMES .....

#### Bible Lessons.

The Bible text (as given in the book used) must be read and narrated first.

IV. & III. *Old Testament History*,\* by J. M. Hardwich and H. Costley-White, D.D. (Murray, 3/6), Vol. IV., pp. 79-154, with appendices. *The Acts of the Apostles*, chapters 1-5. *The Saviour of the World*,\* Vol. II. (P.N.E.U. Office, 3/-), pp. 1-54, with Bible passages from the index.

For reference: *Clarendon Bible: The Acts*, with introduction and commentary by A. W. F. Blunt, B.D. (Oxford Press, 4/6). *Peloubet's Bible Dictionary* (R.T.S., 10/6), for all names of persons and places. *Philip's Handy Scripture Atlas*\* (1/-). *Historical Geography of the Holy Land* (Clark, 1/-). *Fact and Faith in the Bible*, by Rev. W. R. Williams, M.A. (S.P.C.K., 3/6). *The Accuracy of the Old Testament*, by J. Garrow Duncan, B.D. (S.P.C.K., 6/-). *Helps to the Study of the Bible* (Oxford Press, 3/6).

For daily Bible reading and prayers: *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6). *Lectiones, 1930* (Spottiswoode, 1d.). *Prayers and Hymns for use in Schools* (Oxford Press, 1/6). *Two Minute Bible Readings: For use in Opening Schools* (S.C.M., 3/-).

For Sunday reading:

IV. & III. *Life and Letters of St. Paul*, by Paterson Smyth (Sampson Low, 2/6), pp. 1-75. *How to Read the Bible*, by Paterson Smyth (Sampson Low, 2/-), Part II., chapter 4, to Part III., chapter 3, inclusive.

† The 118th term of work set since the Parents' Union School began



- IV. *The Quest of Nations*, by T. R. W. Lunt (Edinburgh House Press, 2/6). *Stories from Mediaeval Spain*, by I. L. Plunket (Sheldon Press, 6/-).
- III. *Ecce Homo, Ecce Rex*, by Mrs. Rundle Charles (S.P.C.K., 2/6), pp. 201-306. *The Romance of Excavation*, by David Masters (Bodley Head, 3/6), pp. 91-191.
- Sunday Occupations: A Book of Centuries. Choose and inscribe texts and mottoes, using "Bridges" writing, cards 6 and 9. Choose and inscribe verses, and make Christmas cards, in beautiful lettering on good paper or vellum, see *Lettering for Schools*, by M. Judson (Dryad, 3/6).

#### Writing.

Choose and transcribe passages from, (a), the poets set, and, (b), other literature, in *A New Handwriting* (is not script), by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from cards 7 or 9.

#### Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared beforehand from (a) a newspaper, or (b) the prose and poetry set for Literature; words not known to be visualised; a paragraph then to be dictated or occasionally to be written from memory; see *Home Education*, pp. 240-243.

#### Composition. (Also oral or written narration every day after each subject.)

Essays, or letters, or narrative verses, on news of the week from the newspapers, or, on subjects taken from the Programme. Doggerel must not be written. See *A Senior English Grammar*, pp. 166-179, but metres of of poems read under Literature should be followed. Letters of invitation and acceptance. Webster's *Little Gem Dictionary* (Bell, 1/6), may be used.

Pupils are advised to join the P.U.S. Portfolio of Story and Verse (Miss W. Read, c/o P.N.E.U. Office).

#### English Grammar. (See N.B. 4.)

Parse and analyse each week from books of poetry and prose, making progress each term.

- IV. *A Senior English Grammar*,\* by R. B. Morgan and H. A. Treble (Murray, 3/6), pp. 9-23 and 114-132 (with suitable exercises from page 192 onwards).
- III. *A New Junior English Grammar*,\* by R. B. Morgan (Murray, 2/-), pp. 57-75, with additional exercises from Morgan's *Exercises in English Grammar*\* (Murray, 1/9), pp. 44-88.

#### Literature (including holiday and evening reading).

- IV. & III. *The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 110-127, and 147-163. Shakespeare's *King John*\* (Blackie, Plaintext, 6d.). Scott's *Ivanhoe*\* (Nelson, 1/6). *A Literary and Historical Atlas of Europe*, by J. G. Bartholomew (Dent, 2/6), may be used. Read poetry, contemporary with Literature studied, from anthologies set.

- IV. *Shakespeare to Hardy, An Anthology of English Lyrics*\* (Methuen, Third Edition, 1928, 3/6). Read from *Piers Plowman: The Vision of the People's Christ*,\* by William Langland (Dent, 2/-), pp. 3-49.

- III. Palgrave's *Golden Treasury*\* (Macmillan, 3/6). *The Poetical Works of Scott*\* (Oxford Standard Authors, 3/6): read from *The Lord of the Isles*\* (or Oxford Plaintext, 1/-).

#### English History.

- IV. & III. *A History of England*,\* by Cyril Robinson, Vol. I., (Methuen, 3/6), pp. 132-194 (1199-1377), [or III. may use Arnold-Forster's *A History of England*\* (Cassell, 8/6), chapters 18-25, inclusive, pp. 131-208 (1154-1327).] Teacher will find useful Quennell's *History of Everyday Things in England*, Part II. (13th Century), (Batsford, 3/-).

Make summaries of events and dates, and a chart of the 13th Century. Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (*Times Office* direct 6/- a year).

#### General History.

- IV. *Medieval and Modern Times*,\* by T. R. Robinson (Ginn & Co., 10/6), pp. 166-215 (omit set questions). *Ancient Times: A History of the Early World*,\* by J. H. Breasted (Ginn, 10/6), pp. 533-599 (264-30 B.C.), (omit set questions).

- III. *Hellas the Forerunner*,\* Vol. I., by H. W. Household (Dent, 3/6), pp. 137-159. *Readings from Indian History*,\* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 211-240. British Museum Coloured Postcards, Set C 9 (2/6), may be used.

- IV. & III. Keep a Book of Centuries\* (P.N.E.U. Office, 1/9, or, better, 2/6, see illustrated leaflet by Miss Bernau, 6d.), putting in events and illustrations from all the history studied during the term (Bible, English, French, General). Visit British Museum or local museums: use British Museum *Guide to Greek and Roman Antiquities* and British Museum Postcards to be had from the Museum.

#### Citizenship.

- IV. & III. *Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 1-29, 140-162. North's Plutarch's *Lives: Themistocles*\* (Blackie, 10d.). Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). For mothers to read aloud: *Life and its Beginnings*, by Dr. Helen Webb (Cassell, 2/6).
- IV. *Hellas the Forerunner*,\* Vol. II., by H. W. Household, M.A. (Dent, 3/6), pp. 124-153.
- III. *Buyers and Makers*,\* by D. M. Vaughan (Longmans, 2/-), pp. 96-123.

#### Geography.<sup>1</sup>

"Ambleside" map questions to be answered from map before each lesson; then reading and narration; memory sketch maps. Philip's *Modern School Atlas of Physical, Political and Commercial Geography*\* (7/6).

<sup>1</sup> Overseas members see special leaflet.



- IV. *Ambleside Geography Book V.*,\* (Kegan Paul, 5/-), pp. 63-108, with appendices B, C and D (Central Asia, India, China, Japan). Huxley's *Physiography*\* (revised 1924, Macmillan, 5/-), pp. 79-138. Some account of the physiography of your neighbourhood.
- III. *Ambleside Geography Book IV.*\* (new edition), (Kegan Paul, 4/-), pp. 1-57 (Europe, general survey, France), and pp. 310-340.
- IV. & III. For further map practice, *From Pole to Pole* (see under Reading). Know something about foreign places coming into notice in the current newspapers (see under History). Ten minutes' exercise on map of the world every week. Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-).

#### Natural History. Botany and Geology.<sup>1</sup>

- IV. *Everyday Doings of Insects*,\* by Evelyn Cheesman (Harrap, 6/-), pp. 19-81. *The Elements of Geology*,\* by M. A. Johnston (Nelson, 3/6), pp. 13-80, with a good map of the British Isles; give some account of the geology of your own neighbourhood.
- III. *Winners in Life's Race*,\* by A. Buckley (Macmillan, 6/-), pp. 135-180. *The Fairyland of Science*\* (for Botany), by A. Buckley (Macmillan, 6/-), pp. 150-194.
- IV. & III. Keep a Nature Note-Book (P.N.E.U. Office, plain 2/3, interleaved 1/9, see *Home Education*, pages 54-55), with flower, bird and insect lists, and make daily notes. For out-door work, some special study suitable to season and climate, e.g., fruits, seeds, and their ways of dispersal. The following may be used, *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/6); *Nature Rambles*, by Edward Step, F.L.S., Vol. III., *Summer to Autumn* (for the holidays), and Vol. IV. (ready in August), *Autumn to Winter* (Warne, 2/6 each).

#### General Science.

- IV. *Some Wonders of Matter*,\* by Bishop Mercer (S.P.C.K., 5/-), pp. 115-158.
- III. *The Fairyland of Science*,\* pp. 101-123. *The World of Sound*,\* by Sir William Bragg (Bell, 5/-), pp. 67-130.

#### Hygiene and Physiology, Domestic Economy.

- IV. *The Health Reader*,\* by W. Hoskyns-Abraham (Cassell, 3/-, 1927 edition), pp. 97-116 and 222-257.

#### Picture Study and Architecture.

- IV. & III. Study, describe, and draw from memory details of six reproductions\* of pictures by Millet (P.N.E.U. Office, 2/- the set): see the special notes for teachers' use only in the September *Parents' Review*, also *Home Education*, pp. 307-311, and *School Education*, p. 239.
- IV. *The Story of Architecture*,\* by F. L. Waterhouse (Batsford, 6/-), pp. 105-148.

<sup>1</sup> Overseas members see special leaflet.

#### French.<sup>2</sup> (See N.B. 4.)

- IV. *L'Enseignement Littéraire du Français*,\* by J. Molmy, Vol. 1. (Hachette, 2/6), lessons 1-6 inclusive. Teacher study preface. Read and narrate *La Grammaire*,\* by E. Labiche (Oxford French Plaintext, 1/-).
- III. *Nouveaux Pas en Français*,\* by M. Chapuzet and W. Daniels (Harrap, 2/6), pp. 11-38, with grammar and exercises. Read and narrate *Contes et Récits*,\* by J. E. Mansion (Harrap, 2/-), pp. 100-143; parse two pages.
- IV. & III. Read several poems and learn one from *Recueil de Poèmes*,\* by J. Molmy, Vol. II. (Blackie, 6d.).

#### Latin. (See N.B. 4.)

- A Latin Book for Beginners, A Preparation for the Reading of Latin Literature*,\* by M. C. Gardner, M.A. (Oxford Press, 3/-).
- IV. Part II., §§ 53-58, inclusive.
- III. Part II., §§ 1-13. Beginners, use Part I.
- IV. Virgil's *Aeneid*, Books I.-III., edited by C. E. Freeman, M.A. (Oxford Press, 2/6), lines 1-179.

#### German.<sup>2</sup> (See N.B. 4.)

- Primary German Course*,\* by O. Siepmann (Macmillan, 4/-). Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.
- IV. Lessons 19-22, inclusive.
- III. Lessons 7-9, inclusive.
- IV. For narration, *Bambi*,\* by Felix Salten (Dent, 2/6), pp. 1-50.

#### or, Italian.<sup>2</sup> (See N.B. 4.)

- IV. & III. *Italian Lessons and Readings*,\* by C. U. Clark (Harrap, 4/6), Lessons 1-3, or continue. *The Italian Irregular Verbs* (Hachette, 1/-) will be found useful.
- IV. For narration, *Il Piu Felici Bambino del Mondo*\* (P.N.E.U. Office, 3/-), chapters 1-10 (inclusive).

#### Arithmetic. (See N.B. 4.)

- Dr. Ballard's *Fundamental Arithmetic*. [N.B.—It is essential to use also Teacher's Books for directions and method.] For rapid mental work, use *Arithmetical Dictation*, by Alfred Wisdom.
- IV. *Fundamental Arithmetic*, Pupil's Book VI.\* (University of London Press, 1/1), pp. 1-21, with Teacher's Book VI. (2/3). *Arithmetical Dictation*, Book VI. (U. L. P. 1/3), Ex. 331-351.
- III. *Fundamental Arithmetic*, Pupil's Book IV.\* (U.L.P., 1/-), pp. 61-80, with Teacher's Book IV. (2/3). *Arithmetical Dictation*, Book IV. (U.L.P., 1/-), Exs. 226-240.
- Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teacher will find useful *The Essentials of Arithmetic*, by P. B. Ballard, M.A., D.Litt. (U.L.P., 6/-).

<sup>2</sup> Schools may substitute the national language.



**Geometry. (See N.B. 4.)**

*The School Set of Mathematical Instruments* (P.N.E.U. Office, 1/- or 2/-).

*A Shorter School Geometry*,\* by Hall and Stevens (Macmillan, 4/6);

IV. pp. 165-183.

III. pp. 43-56; or continue.

**Algebra. (See N.B. 4.)**

IV. *A School Algebra*,\* by H. Hall, Part I. (Macmillan, 3/6), pp. 111-113, 137, 138, 140-147, or continue.

III. *Exercises in Algebra for Beginners*,\* by W. S. Beard (Bell, 10d.), pp. 35-44 and 56-58, or use *A School Algebra*.

**Drawing.**

Teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Studies of views in perspective from windows and through door-ways, see Glass, pp. 17-23, and *Drawing for Children and Others*, by Vernon Blake (Oxford Press, 7/6), chapter iv. Beautiful lettering, see Glass, pp. 132-139. Original illustrations and simple memory drawings. Paint-box\* with specially chosen paints and brushes (P.N.E.U. Office, 2/6). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

**Music.**

In addition to usual work, choose and learn a suitable composition by César Franck. For theory teacher may use *An Introduction to Music*, by H. E. Piggott (Dent, 3/6).

**Music Appreciation.**

The work of César Franck, see (a) article and (b) records suggested under *Our Work* in the August *Parents' Review*.

IV. *Music and its Story*, by R. T. White (Cambridge Press, 5/-), pp. 1-63.

**Recitations.**

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalm 102. Two hymns.

IV. A scene from *King John*, and two poems from anthology set.

III. (a) A scene from *King John*, or, (b) two poems from *The Golden Treasury*, or (c) from *Historical Lyrics and Ballads*, Book I. (Blackie, 1/-).

**Reading (including holiday and evening reading).**

Books set under Literature, History, Geography, should afford exercise in careful reading and in composition. Poetry should be read daily.

IV. & III. *From Pole to Pole*, by Sven Hedin (Macmillan, 10/-), 261-305. Teacher read from *Memoirs of the Crusades*, by Villehardouin and de Joinville (Dent, 2/-).

IV. Homer's *Odyssey*,\* Vol. II. (Chapman's translation), (Simpkin Marshall, 3/6), Books 17-20, or read from Virgil's *Aeneid*, translated by E. Fairfax Taylor (Dent, 2/-). *Long Will*, by F. Converse (Dent, 2/-).

III. Bulfinch's *Age of Fable*\* (Dent, 2/-), pp. 277-304, or, teacher to read from Virgil's *Aeneid*, Books I. and II.

**Singing.**

IV. & III. Christmas carols from *The English Carol Book*, by M. Shaw and P. Dearmer, Series I. and II. (Mowbray, 2/6 each, words only, I. and II. complete, 3d.). Three English songs from *The Clarendon Song Books*: Book III. (Oxford Press, 2/6 or 3/-, words and voice only, 6d. or 8d.). Three French songs, from *The Folk-Songs of France*, Book I. (Novello, 2/-). Teachers should read *On Music Teaching*, by W. H. Leslie (P.N.E.U., 6d.).

*Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 21-26 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

**Drill, etc. (Choose new work each term.)**

*Board of Education Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6): take six consecutive tables. (IV.) use also 1927 *Supplement for Older Girls* (H.M. Stationery Office, 4d.). *The English Country Dance, Graded Series*, by Cecil Sharp, Vols. III.-VI. (Novello, 3/- each volume), each containing instructions and music for 6 dances. *Scandinavian Dances*, Series III. (Ling Association, 11d.). Ex-students, take House of Education Drills. For drill music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used. Skipping: *A Skipping Manual*, by O. M. Newmarch (Brown & Sons, 2/8). Netball: *Hints on Coaching Netball*, by Beatrice Stempel (Ling Association, 1/6). Hockey; Lacrosse.

**Work: Crafts, etc.**

Do some definite house or garden work. *Gardening for Children*, by J. Gwynn (Harrap, 2/6).

IV. Use (1) *Practical Housecraft*; (2) *Housewifery*; (3) *Cookery* (Longmans, 6d. each).

IV. & III. *Cardboard Modelling*, by C. W. D. Boxall (Charles, 2/6): make six models, (Ex-students take House of Education models), (Materials from Philip & Tacey Ltd., 69 High St., Fulham, London, S.W. 6). Cooking: *Catering for the Young*, by Dorothy Morton (Werner Laurie Ltd., 2/6).

Girls: make a garment: *A Manual of Plain Needlework*, by Mrs. E. Griffiths (Oxford Press, 3/6); use simple patterns, 3d. each or 1/6 the set of eight, together with *Practical Needlework for Schoolgirls* (Singer Sewing Machine Co.).

Boys: make models from *Light Woodwork for the Classroom*, by W. J. Warren (Charles, 1/6), or, *101 Things for a Boy to make*, by A. C. Horth (Batsford, 5/-).



Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Make Christmas presents: *Decorative Leather Thonging* (Dryad, 6d.). Take Scouting and Guiding Tests. Help in a Christmas entertainment for poor children. For acting: *Piers Plowman's Pilgrimage*, by Frances Chesterton (French, 1/6). Help the "Save the Children Fund," 26 Gordon Street, London, W.C.1.

For drawing and all handicrafts, teacher should consult *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Valuable suggestions will also be found in *Applied Art*, by Pedro J. Lemos (Batsford, 28/-), but it is not advisable that stereotyped courses should be followed.

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N.B. 1.—Members are asked to remember that an average pupil should cover the whole programme suitable for his age. The lighter portions of the Literature (novel, play and poems) are read for amusement in the evenings and also in the holidays. Music, Handicrafts, Field Work, Dancing, Nature Note Books, Century Books, are taken in the afternoons.

N.B. 2.—The work in Forms III. and IV. lasts at least three years (average ages 12, 13 and 14). Where the same book is used in Form III. and in Form IV. more advanced work should be expected from pupils in Form IV.

N.B. 3.—For principles and methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/-, *Parents and Children*, 5/- (P.N.E.U. Office). A record of work should be kept (see leaflet H).

N.B. 4.—In grammar (English and foreign) and in mathematics there must be no gaps (see leaflet G). Pupils, if not at the stage indicated, must either (a) begin the book set if the subject is new, or (b) continue the subject in the set book from the point they have reached; but they will be handicapped in the future if they have not covered the work of the Form.

N.B. 5.—Each pupil should have a copy of the books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. It is essential to have at least one copy of the latest edition, from which the set pages and examination questions are taken. The books from "Drawing" onwards are advisable but optional. The work of the Programmes cannot be fully carried out unless each child keeps a Nature Note Book and a Century Book.

N.B. 6.—Members are particularly asked to follow the notes under *Our Work* and in *Notes and Queries* in the *Parents' Review*.

N.B. 7.—The current Programmes are for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 8.—All books, P.U.S. colours, stationery, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1.

N.B. 9.—All letters about the School and Programmes, except book orders, should be sent to The Director, Parents' Union School, Ambleside, Westmorland. Members are asked to send the School Fee direct to Ambleside. The P.N.E.U. subscription should be sent to the London Office, also money for books with the enclosed Order Form; orders should be sent as early as possible.



## Programme 118.

### FORM IV.

#### ALTERNATIVE WORK.

Teachers wishing to continue the History period (for one more term) from Programme 117 in Mowat may take the following work:—

##### Literature.

Shakespeare's *Hamlet*\* (Blackie, 6d.) Scott's *Woodstock*\* (Nelson, 1/6). Milton's *Poems*\* (Oxford Standard Authors, 3/6), *Comus*, *Lycidas*, *L'Allegro*, *Il Penseroso*, (or, in Oxford Plaintext, 9d.). *A History of English Literature for Boys and Girls*\* by H. E. Marshall (Jack, 10/6), pp. 356-419. Read contemporary poetry from *Shakespeare to Hardy*, *An Anthology of English Lyrics*\* (Methuen, 1928 edition, 3/6).

##### English History.

*A New History of Great Britain*\*, by R. B. Mowat (Oxford Press, Section 2, 2/6), pp. 331-403 (1642-1688). Macaulay's *Third Chapter*\* (Blackie, 1/-), may be read.

##### General History,

*Medieval and Modern Times*\* by T. R. Robinson (Ginn & Co., 10/6), pp. 373-398 (1642-1688), (omit set questions).

##### General Reading.

Bunyan's *Pilgrim's Progress* (Nelson, 1/6, or Oxford, 3/6). Milton's *Poems: Paradise Lost*, Books I. and II. (Oxford Standard Authors, 3/6). *Mary Powell and Deborah's Diary*, by Anne Manning (Dent, 2/-).



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## The Parents' Union School.

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AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

### FORM IV.

PUPILS' NAMES.....

#### Bible Lessons.

- I. 1. In what respects was Elisha a contrast to Elijah? What part did he take (a), at the siege of Samaria, (b), in the revolution of Jehu?
2. What do you know of the prophets Amos and Hosea and of their witness against the people of Israel and of Judah?
- II. 1. "But ye shall receive power after that the Holy Ghost is come upon you." When were these words spoken, and how were they fulfilled?
2. "And the multitude of them that believed were of one heart and of one soul." Give some account of this earliest Christian community.
3. Write the story of our Lord's healing of the leper, adding such comments as show what lessons we may learn from it.

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation (unprepared). (Spelling is also considered in each answer.)

*Ivanhoe*, chapter I., paragraph 6, "The sun was setting  
... made their way."

#### Composition.

1. Write upon one of the following,—(a), "Long Will dreams in 1930," (b), "St. Lewis preaches a modern crusade," (c), The Quest of Nations (i.) at the Imperial Conference, or, (ii.) at the Indian Conference.



2. Write (a), in verse, or, (b), an essay upon one of the following.—(a), Virgil, (b), Æneas, (c), Livingstone, (d), shooting stars.

#### English Grammar.

1. Analyse, parsing the words in italics,—  
 "All's *quiet* in the wood, but, *far away*,  
*Down* the hillside and out across the plain,  
 Moves, with long trail of white *that* marks *its* way,  
 The *softly panting* train."
2. Write notes on the inflection in the following nouns,—  
*ladies, ladies', knives, hoofs, feet, brethren, hosen,*  
*indices, scissors.*
3. Foreign words have found their way into our language by four main routes. Explain, giving examples.

#### Literature. (Answer three questions only.)

1. Write a scene for acting from *Ivanhoe*.
2. Sketch the part played by one of the following in *King John*,—(a), King John, (b), Constance, (c), Pembroke.
3. Describe the vision of "The Field Full of Folk" (*Piers Plowman*).
4. Give an account of one of the following,—(a), The Crusaders send envoys to Venice, (b), The Crusaders enter Constantinople, (c), The character of St. Lewis according to Joinville.

#### English History.

1. Give an account of Simon de Montfort, showing that he was the founder of the English Constitutional Parliament.
2. Sketch the character and the government of Henry III.
3. What were the causes of the Hundred Years' War? Make a summary of its course. Dates.

#### General History.

1. Give some account of Louis XIV. and his Court at Versailles.
2. Sketch briefly the brilliant career of Hannibal.
3. Describe the struggle between the Senate and the people under (a), the two Gracchi, or, (b), Marius and Sulla.

#### Citizenship.

1. Show that to think fairly requires knowledge and consideration. Give examples if you can.
2. What do you know of the childhood of Themistocles? Give instances to show that in later life the child was father of the man.
3. What do you know about Socrates?

#### Geography.

1. Give a map of India, putting in the boundaries and chief divisions. Put in the Ganges and the chief towns on its banks. Describe the valley of the Ganges.
2. Describe the positions of Manchuria, Mongolia and Tibet, and write notes on two of these countries.
3. What is understood by the following terms,—(a), isotherm, (b), standard atmospheric pressure, (c), anticyclone? Write a weather forecast and explain it. Diagram.

#### Natural History.

1. Write upon "Protective Colouring" in insects. Drawings.
2. What do you know of the formation of rocks in the Ordovician Period?
3. Write some notes with your own observations on seed dispersal. Drawings. (Some other special term study may be given instead.)

#### General Science.

1. Illustrate, as far as you can, the difference between solid and liquid states of matter. What can you say about (a), the rigidity, (b), the elasticity of solids?

#### Physiology and Hygiene.

1. Draw a diagram of the eye, naming the various parts. How is the eye protected?
2. What important considerations must be borne in mind in (a), choosing, (b), building a house?

#### Picture Study and Architecture

1. Describe "Watering her Cow," by J. F. Millet.
2. What are the chief characteristics of Romanesque architecture? Describe a Romanesque church.

#### French.

1. Translate into French, *L'Enseignement Littéraire du Français*, page 9, "I must tell you . . . Here they are."
2. Use, in sentences, the feminine of *fermier*,  *paresseux*, *bélier*, *voleur*, and the plural of *oiseau*, *ciel*, *hibou*, *œil*.
3. Write (as for acting) the scene you have most enjoyed in *La Grammaire*.

#### Latin.

1. Decline "dies longior."
2. Translate (1) When the wind is high (say "great"), many trees fall. (2) When we came to the fields we saw the horses. (3) He remained in the city for



- three days, and on the fourth day attacked the enemy.
3. Either Latin Book for Beginners, Part II., § 58, (a), Translate lines 1-11 (*Vix . . . tinxit*), (b), read again the Latin of (a) and write a simple narration in Latin.
- Or, *Aeneid*, Book I. (Freeman), (a), Translate lines 81-91 (*Haec ubi dicta . . . mortem*), (b), read again the Latin of (a) and write a simple narration in Latin.

#### German.

1. Translate into German page 185, IV. Reproduction.
2. Parse and translate the pronouns on page 185, I.(a), 1-12.
3. Use, in sentences, the prepositions,—*mit, nach, von, bei, zu*.

#### or Italian.

1. Write three sentences from the passages in *Il Piu Felici Bambino del Mondo*, which you have narrated.
2. Work exercise page 8 (c).
3. Work exercise page 13, 1-6.

#### Arithmetic.

1. Subtract £2 : 17 : 9½ from £5, and multiply the remainder by 7.
2. If 25 men unload a cargo of 150 tons in 8 hours, how long would 20 men, working at the same rate, take to unload 100 tons?
3. Express  $\frac{14}{33}$  as a decimal fraction, and .00083̄ as a vulgar fraction.

#### Geometry

1. Prove that a straight line drawn through the centre of a circle, at right angles to a chord, bisects the chord.
2. Prove that the angle which an arc of a circle subtends at the centre is double of that which it subtends at any point on the remaining part of the circumference.
3. Chords AB and AC subtend angles of 124° and 65° at O, the centre of a circle. Find the number of degrees in angle BAC.

#### Algebra.

1. Find the Factors of (i.)  $3a+9b-4a^2-12ab$ . (ii.)  $x^2-3x+28$ . (iii.)  $25a^2-9b^2$ . (iv.)  $x^3+8$ .
2. Plot the graph of  $2y=x^2$ .
3. A man bought oranges at 7d. a dozen and bananas at 5 for 4d. at a total outlay of £1 : 5 : 0. He sold the oranges at 3 for 2d. and the bananas at 1d. each, and thus gained 5/-. How many of each did he buy?

#### Drawing (with brush and in colour.)

1. A view through a doorway.
2. A design for a Christmas card with beautiful lettering.

#### Music Appreciation.

What music by César Franck have you heard? Write your impressions of any one of the compositions.

#### Recitations.\*

Father to choose two Bible passages and (a), a poem, or, (b), a scene from a play or novel.

#### Reading.\*

Father to choose a poem and a leading article from a newspaper.

#### Music.\*

Examine in work done.

#### Singing.\*

Father to choose an English, a French, and a German song, and three exercises.

#### Drill.\*

Report progress.

#### Work.

Outside friend to examine. List of handicrafts completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 8th. Papers to be posted on Saturday, December 13th, with no other enclosure. Schools may send in papers up to 22nd.

N.B. 2.—Subjects thus indicated (\*) to be marked on the *Parents' or Teacher's Report* according to Regulations, and marks to be added up. For scale of values see head of Report Form.

N.B. 3.—Please note carefully the Regulations as to the number of papers to be sent in by schools.

N.B. 4.—MEMBERS OVERSEAS may send in examinations at the end of any two of the three terms in the year.

Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.



ALTERNATIVE QUESTIONS.

Form IV.

Composition.

1. (a), Mention four of the scenes which interested you most in *The Pilgrim's Progress*, and describe one in detail.
- (b), A page from the "diary" of (a), Mary Powell, or (b), Deborah, on London.

Literature.

1. Write a scene for acting from *Woodstock*.
2. What part does *one* of the following characters play in *Hamlet*,—(a), Hamlet, (b), Polonius, (c) Horatio.
3. Give the substance of (a), Comus, or, (b), Lycidas, quoting favourite passages.

English History.

1. Trace briefly the course of the struggle between the Parliamentarians and the Royalists. Dates.
2. Sketch the character of (a), Charles I., or, (b), Cromwell.
3. Give some account of the Restoration settlement under Clarendon.

General History.

(Instead of the question on Louis XIV.).

1. Give some account of the Mediæval Church and its powers.